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ABSTRACT

Peace Corps programing trends outlined in this manual indicate the need to balance the more personal and social aspects of volunteer service with purely technical job performance by developing the role of generalists, or AB liberal arts graduates. Topics covered in the manual are titled "A New Look at the Generalist," "A Look at the Current Applicant Profile," "Overview of Scarce and Surplus Skills," and "Regional Examples of Generalist Programming." (TA)

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PROGRAMMING THE GENERALIST VOLUNTEER:

A Survey of Suggestions and Achievements

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An Open Letter by Donald K. Hess, Associate Director for International Operations/Peace Corps

As envisioned by its founders, the Peace Corps had one distinct purpose: to promote peace and goodwill throughout the world. In pursuit of this objective, over 50,000 Volunteers have served in numerous developing nations since the Peace Corps began operations in 1961. The Peace Corps still follows this broad mandate through the training of host country citizens in programs proposed by the inviting country. This overriding emphasis on the people-to-people nature of our programs constitutes the heart of the Peace Corps and I feel obliged, without embarrassment, to remind applicants, Volunteers, and staff that this is the only way the Peace Corps can carry out its mandate.

I think it necessary to reaffirm our mandate in this manual because recent programming trends make it very clear that we need to balance the more personal and social aspects of Volunteer service with purely technical job-performance. Season by season, projects are requesting higher and higher skill levels. Unfortunately, these requests do not match the skills and experience levels of those persons who demonstrate a natural inclination to serve overseas by applying to the Peace Corps on their own initiative. The more the Peace Corps has to mount extraordinary and special recruitment efforts, the more we may have to compromise on our traditional qualification standards which focus on motivation, commitment, appropriate living styles, flexibility and desire to learn a new language.

We will not lower the quality of the Peace Corps Volunteer program! Moreover, if we compromise our standards, we cannot fulfill our congressional mandate as expressed in the three goals for the Peace Corps. So we are at a crossroad of demand and supply.

There must be other options. There is now an opportunity to program those applicants who have adaptable skills and high motivation and yet are not being utilized because of a lack of projects in which they can serve. The AB Liberal Arts graduate can make great contributions to our host countries.

This manual illustrates this point with numerous examples so I believe that we can do even a better job of meeting host country needs without programming exclusively highly-skilled or experienced Volunteers. This is what this manual is all about. However, I do want to assure you that I have no intention of allowing the technical quality or our programs, built so carefully over the years, to deteriorate. Our host countries obviously need the highly-skilled Volunteer who can perform his job with sensitivity and we will continue to provide as many of them as possible. But you should be fully aware that we are fast reaching the point where increasing the current number of highly-skilled Volunteers will soon reach or has reached its limit. So we must begin now to use the resources we have, use the programming experience we have gained over the years and redress the balance between supply and demand.

I hope that the ideas contained in this manual will strike a spark in your current programming efforts and where possibilities for a less specifically skilled Volunteer do or could exist, I ask that you initiate discussions with your host governments as soon as possible.

The Regions will take the lead from this point on, but if there is any way in which we can help you implement solutions to the topics presented here, we stand ready to listen and assist in every way possible.

I. A New Look at the Generalist

The Generalist formed the backbone, and the focus of attention, of the Peace Corps for almost a decade. Only recently, in 1969, did the traditional strength of the Generalist come under serious review. The results of this examination were formalized at the Peace Corps Director's Conference at Fredericksburg. A Task Force of that Conference issued several statements which constituted the original framework of the "New Directions" policy:

> "Peace Corps can also recruit more skilled and technically competent Volunteers. Many developing countries are demanding more highly trained and experienced people. Such a shift in Peace Corps recruiting and selection will take time and money to accomplish, and for the immediate future, the likelihood is that the Volunteers will continue to be predominately college graduates with a first, non-professional degree and little or no full-time work experience. These Volunteers in Peace Corps language are called AB Generalists, although the name is by no means exact. It is the view of the Task Force that given appropriate programming and technical support, a great deal of sound technical assistance activity can be provided with the current group of Generalists."

The Task Force also made this critical point:

> "Making do with Generalists is not merely making the best of a bad situation. There will be costs as well as benefits in a shift to specialists. Training may be just as expensive, lighter on the technical component, but heavier on language and cross-culture studies in order to reach older groups with lower verbal aptitudes. Unit costs for placing skilled workers and technicians in the field, including the provision of higher support costs to older workers with greater family and job responsibilities, may be so much higher that given budget constraints on the total operation, Peace Corps may have to reduce its numbers to a point where it no longer has the possibility of deploying large numbers to get a critical mass in the implementation of a structured development program."

Although the critical point is not yet precisely known, the Peace Corps is caught in a legitimate numbers game whereby if Volunteer strength overseas falls dramatically, the cost of supporting each Volunteer may suddenly rise so high that we run a high risk of budgetary disapproval. Equally important is the fact that we still have a healthy supply of bright, young college graduates—the type of men and women that, with special emphasis on training, the Peace Corps relied upon for so many years.

In terms of Volunteer effectiveness, the Task Force had this to say:

> "With the new Volunteers, enthusiasm may run as high but adaptability and that portion of innovativeness which comes from inexperience and lack of knowledge that the job can't be done that way, may well be lower. Lastly, the name of the game is stimulation of a desire in the host country people to change, cope and improve their lot. Nobody knows how to train for this, or select either for that matter. The dedication and motive force of young Americans is very important in developmental terms and may, in some situations, be as important as technical skill. It is assuredly important in getting things moving in development."

Through the experiences of thousands of Generalist Volunteers in scores of countries, the Peace Corps has learned that in order for the Generalist to be effective and happy, certain pre-conditions must be established. Those conditions are that the job be structured in some way, that he be under the direction of a local supervisor and that this job be tied to host country development priorities easily perceived by the Generalist Volunteer. Of course, these programming principles also apply to the placement of any Volunteer today but during the predominately Generalist years, these principles were often neglected totally or in part. Because the programming process was relatively weak in this sense, the Generalists' reputation for effectiveness declined to the point where he is now a vanishing species in the Peace Corps world.

The decline of the Generalist is especially unfortunate, because the Peace Corps knows that the Generalist brings with him some important assets for living and working overseas. He is long on problem-solving ability. He has language aptitude and a keen interest in his environment. He can be imaginative, enthusiastic and patient. There is unquestionably a need in the developing world for people with modest skills and high motivation. The very attitudes which are often subdued in local power structures are common among most Volunteers: a willingness to learn and improvise and to work without a book of rules. Another strong suit of the Generalist is his ability to communicate and communication is a key ingredient in the development process. Relatively few people can talk to the local peoples of the world and be understood, believed and trusted but when a Volunteer lives in a village and shares the daily life of his hosts, he is apt to be listened to. The local farmer, for example, needs help in building communication "bridges" to the political and economic links which will make him part of his national system. The role which generalists have often filled is to help provide the vital

missing link between the village and the outside world because in many development programs, the weakest point is the contact between Government services and villagers. In this role, the Generalists has been able to move in many directions at once and work with sensitivity on the interlocking aspects of a local community problem.

By viewing development in these terms, the Generalist could be the most relevant "technical" assistance the Peace Corps can offer to local communities in the developing world. In many cases, it is the expert or skilled PCV who tends to adapt his expertise to only one facet of a local problem whereas the trained and sensitive Generalist can adapt his limited skills to entire problem areas with greater lasting effect.

In the rest of this manual, numerous examples of Generalist Projects will be presented for your consideration as successful efforts to harness the energy and talents of the Generalist to key development areas.

Finally, the Task Force made this observation:

> "With appropriate programming and technical support, the Generalist can make a substantial contribution to development."

It is this last point which has received less and less attention in recent years. The imaginative programming of Generalists with host countries has taken second priority, intentionally or unintentionally. Whatever the case may be in your country, it is necessary for the Peace Corps to utilize all its resources in order to achieve a realistic balance between requested skills and applicant supply and, in the process, still meet important development needs.

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II. A Look at the Current Applicant Profile

In the past few years, there have been dramatic changes in Peace Corps programming. Since 1969, the number of projects has almost doubled from 462 in 1969 to 900+ at the end of 1972. This indicates a tremendous diversification in developmental priorities overseas and an effort by the Peace Corps to respond to new areas of concern. As host governments focused on new areas of need and became aware of an expanded resource in the Peace Corps, the requests for specialized skills, in agriculture, skilled trades and professional services, increased considerably. Because of the initiative and responsiveness of field staff, more projects arrive in Washington each season and request an ever-growing variety of skills as indicated in the Graph below:

HOST COUNTRY REQUESTS
By Program Year (Sept.-Aug.)

FY	TOTAL NUMBER OF PROJECTS		TOTAL NUMBER OF VOLUNTEERS
1969	462		7692
1970	530		6900
1971	739	(Est. thru 12/72)	6290
1972	900+		6356

Yet while the number of skilled-requests and projects have doubled in the last few years, the total number of Volunteers in the field has diminished at the same time.

It is clear that the existing relationship between project increase and declining numbers of Volunteers is due to growing Peace Corps dependence on technical skills. Conversely, the steady decline in the number of Generalists being used in the Peace Corps can be illustrated in a number of ways:

A. Generalist Applications

1968	1969	1970	1971	1972
16,718	14,543	10,374	13,251	11,103

It is thought that one reason why unsolicited Generalist applications are down is because such persons believe that they are no longer wanted by the Peace Corps.

B. Conversion of Generalist Applications to Trainees

1968	1969	1970	1971	1972
4.2:1	4.9:1	5.1:1	6.7:1	7.9:1

These conversion rates indicate that the number of Generalists *not* placed has nearly doubled in the last five years.

C. Generalist Trainees as a Percentage of Input

1968	1969	1970	1971	1972	1973 (Est.)
3917	2965	2040	1976	1400	1171
52%	47%	44%	40%	36%	25%

The most precipitous decline in Generalist utilization occurred during 1972–1973. It is possible to suggest that if this trend continues the Generalist may soon disappear as a major category and become another scarce skill!

In order to focus on the immediate situation, a comparison is made here between the percentage of requests in the five program categories and the percentage of applications which fall into these same areas. The aggregate figures, such as 77.9% (FY '73 matrix requests) and 55.8% (FY '72 applications), combine the four categories which the Peace Corps defines as "technically skilled."

FALL MATRIX REQUESTS (IN %)

SKILL CATEGORY	FY 71	FY 72	FY 73 (EST.)
Agriculture	8.1	15.9	14.7
Skilled Trades	9.1	8.9	3.3
Professional Services	25.3 = 75.2	18.4 = 75.8	30.9 = 77.9
Education	32.7	32.6	29.0
Generalist	24.8	24.2	22.1

BREAKDOWN OF APPLICATIONS BY CATEGORIES (IN %)

SKILL CATEGORY	FY 71	FY 72
Agriculture	7.7	9.5
Skilled Trades	6.1	7.8
Professional Services	16.5 = 49.7	18.7 = 55.8
Education	19.4	19.8
Generalist	50.3	44.2*

**The decline in applications in the Generalist category is partially due to the curtailment of active recruiting for these skills because OCP only recruits against projected demand.*

The above tables show that while close to 80% of the Fall Matrix requests for FY '73 are in highly-skilled or technical areas, only about 55% of the applicant pool falls into these same areas. Conversely, while Generalists represent almost 45% of the available applicants, they are only requested for 20% of the placements that exist.

These percentages are based on actual applications and it should be noted that only 1 in 5 applicants eventually becomes invitable to projects. Applicants are screened for skills, medical and legal problems, as well as suitability. This point is raised only to indicate that applicants with more experience in technical areas tend to be older and are more likely to have medical and legal considerations which affect their invitability.

Thus the emphasis placed on quality response to requests is now being reviewed in light of feasibility as well. The taxation of the energies of field staff and the commitments made to host governments have enermous consequences when it is becoming more and more difficult to provide all the skills requested. Much time and effort are spent in the preparation of a single project, whether it is for one Ph.D in soil science or 20 grass-roots level extension agents. However, the time and effort spent on many projects may be wasted when the needed skills are not available, even when all the resources in Wassington, such as special recruitment and intern programs, are being tapped in an effort to provide requested skills.

III. Overview of Scarce and Surplus Skills

The following guidelines were introduced by Mr. Nicholas W. Craw, Associate Director, OCP at the 1972 Peace Corps Country Directors' Conferences. His presentation is included here as a timely programming guide for future project development.

APPLICANT AVAILABILITY GUIDELINES

This year OCP Recruitment has improved substantially on our previous demonstrated ability to recruit highly skilled, experienced applicants. The demand for these rare individuals has increased more rapidly still. Despite constant improvement in our capabilities, we are not able to fill all the requests for certain skill and experience levels. And for the last few years these requests have grown more rapidly than our supply.

Secondary Requirements

Experience: Adding even one year of experience to your request for a skill takes us out of the readily accessible university market and limits our ability to produce your trainees. Every added year of experience makes the applicant more likely to be married, to have children, to earn more money, to be more security conscious and less Volunteer-oriented. *All these factors produce shortfalls.*

Male-Female: Some populations (e.g. civil engineers) are already all males and restrictions to male-only do not hurt your fill so much. Asking us, as some countries do, for male primary education teachers, or males only for secondary education math/science positions, or to restrict the number of females who can be placed in TEFL programs dramatically affects your program's fill. The same is true of any age restrictions.

Single Only: A majority of applicants in many skill areas, such as auto mechanics, vocational education teachers, engineers, experienced farmers and advanced degree holders, come to us out of the American market married. Refusing to let us place married couples without children in your program may reduce your trainees by *as much as 50%*.

Language Level/Education Level: Although restrictions in these areas do not necessarily take us out of the college market, they do reduce the population we draw from. An increase of college French or equivalent required from two years to three reduces our potential applicant pool by 46%, because while many students take two years of French only majors and Francophiles tend to take three years.

Training Start Dates: About 70% of our applicants indicate that they will be available for placement between June and September. For certain skills, like experienced teachers and current college graduates, the percentage is substantially higher. Programming hard-to-find skills outside this time-frame makes it harder than ever to fill your requests.

Skill Level: Even if you as a Country Director make an effort to give us maximum leeway in filling your programs, there are a few skills that are unusually hard to get. On the other hand there are some skills where supply consistently exceeds demand. Last year we got applications from more than *5% of all seniors graduating in agriculture.* About 50% of the total graduating ag population inquired at one point or another about opportunities in the Peace Corps. A survey conducted on the West Coast showed that *80%* of all ag students *were aware* of specific opportunities to use their skill in the Peace Corps. Yet we produced only about half the number of ag degree trainees that you asked us for. The total population is simply too small to fill your requests. In cases where the population is larger—such as math/science teachers—the problems of job security and requested experience and language level intervene. A list of our shortfall and surplus skills, groupd by approximate fill rate, follows. *Adding experience level, sex or marital status or other restrictions will always further decrease the fill rates.*

50–70% Average Fill

—All Ag degrees (the more specialized, the lower the fill)
—Ag background/irrigation
—Fisheries degrees
—Industrial arts/vocational education teachers
—Diesel mechanics
—Elementary education teachers with mach/science background and certificate
—Business education
—Experienced, certified math teachers

70–80% Average Fill

—Refrigeration/air conditioning
—Auto mechanics
—Experienced, certified physics and chemistry teachers
—Math/science minors with experience
—Nurses, RN and BS
—Architects
—MBAs
—Civil engineers

—ABGs with three years prior French
—ABGs, rural background

Surplus Skills (100% fill rate plus small excess)

—Machine tool operators
—Tool and die makers
—Electronics technicians
—Construction electricians
—Physical education, female
—Guidance and counseling
—Social workers
—Computer programmers, engineers
—Structural, hydraulic engineers
—Medical laboratory technicians, no registration or certification
—ABG females with strong Spanish

Surplus Skills with Large Excess

—Education degrees, non-science, with practice teaching experience only
—Non-science college graduates with limited teaching experience
—College graduates without requested skills
—All female generalists
—All non-degree generalists

IV. Regional Examples of Generalist Programming

"The Generalist . . . . an applicant without degree specialization in the sciences, educations or the professions. He will concentrate in liberal arts, the humanities, languages and social sciences." —OCP

The key to successful Generalist programming is to carefully fit Generalist jobs into existing host country projects or requests. Any attempt to "flood" the request market with Generalists is doomed to failure from the start. This is a tempting approach which we know from experience does not help accomplish our goal of quality programming. The most effective approach to Generalists programming is that which carefully analyses a request in terms of: (A) substitute and/or acceptable lower skill levels e.g. deciding or seeking advice on whether or not a BBA can do the job as well as an MBA and (B) seeking alternative Volunteer staffing patterns to accomplish all or part of the job the Peace Corps is requested to perform. Point (A) needs no further explanation but point (B) might be best described in this conversation between a PTR and his contact in the Ministry. This important programming exchange between the Peace Corps and host country occurred after the Ministry of Agriculture asked the Peace Corps for an IP entomologist:

> "Mr. Ryan, I am only too pleased that we can talk about our request to you for this entomologist. As you know, most of our small-scale copra producers are having a great deal of trouble with these beetles which are harming their trees. What we want this Peace Corps for is to survey our small-scale copra farms to determine how big this problem is and then advise us on how we can best get rid of these pests. When can you bring this man here to get on this important job?
>
> Mr. Omange, the Peace Corps, too, is pleased to be asked to help find a solution to this problem. But I must tell you that I am not at all sure that we can find the highly-qualified man you need for this project. I will immediately contact our headquarters and see who might be available but don't think we can expect anyone soon. Could you tell me some more about how you are planning to help these farmers control this bark beetle?
>
> Well, one thing we have to do is to help our farmers identify which of their trees have the beetle before they

infect other trees in their plot. It seems that they only attack mature trees which are bearing fruit. These pests are very difficult to detect unless you know exactly what to look for. What we must do is to show these farmers is how to recognize the early signs of these beetles and also convince them that they will have to destroy those trees which are beyond help. Still, we do need immediately a qualified entomologist to do the survey and so forth.

Mr. Omange, I agree that the survey is important but maybe we can help with some of the immediate steps you mentioned. What I have in mind is this, we can find for you, right away, volunteers who can be trained to recognize the critical signs of beetle damage and begin now to identify those trees, by working with farmers, which must be destroyed before the beetle spreads. These volunteers can be trained quickly and effectively in this one aspect of the problem and work with your extension officers stationed in the infested areas. Do you think this might work out?"

Of course, we don't know what Mr. Omange's reaction was to this proposal but Field Staffer Ryan did direct the Ministry's attention to another aspect of the Copra production problem which the Peace Corps could respond to quickly and effectively. The technique adopted by Ryan was that of breaking down a volunteer request into appropriate skill-levels and checking to see if several kinds of volunteers could be handled within this specific project. As a result of his talk, Ryan quite likely has developed a project involving ten, fifteen or more Generalists, rather than limiting himself to one IP. Ryan was able, in this situation, to direct his available resources to an alternative response to an important host country need.

The Latin America Region uses this technique frequently and when the opportunity occurs, carefully considers the following factors, in order to maximize their utilization of Generalists:

1. If the technical training of "lesser-skilled" volunteers is feasible considering time, cost, etc.

2. If skills are acquirable during the technical training process e.g. by limitation of the skill area such as one-crop specialization.

3. If volunteer skills are adaptable to request areas since requested skills are sometimes not the technical skills of a particular specialized field. For example, in health programs, requested skills are often educational for nutrition, preventive medicine and home economic programs. In the case of

cooperatives, requested skills are often in the area of organization, training, education or administration.

4. If Generalists with limited technical skills can work with skilled volunteers or skilled supervisors and receive on-going in-service training (this concept is described later in this section using PC Eastern Caribbean's "partnership system").

In brief, the methodology used by Latin America is that of reviewing the procedural steps necessary to field a well-programmed and trained Generalist volunteer and then breaking down a skilled request into a series of "finite" tasks. A determination is then made to isolate which of these tasks relatively unskilled volunteers can perform. Throughout this process, the host Ministry is made aware of the many assets the Generalist volunteer has to offer: Motivation, language skills, flexibility and a high degree of trainability. This process is not easy but the Latin America experience indicates that it can be done.

In order to illustrate the great variety of jobs the Generalist can perform, the remainder of this section will focus on current and approved Spring 1973 projects and some new approaches designed to achieve a wide variety of development objectives.

For example, Generalists are being used effectively in smallpox eradication in Ethiopia and in TB control in Niger. Similar programming is being followed in Korea health projects. PC Malaysia has provided that country with librarians and Afganistan has developed a major Generalist project with the food-for-work program while Paraguay uses Generalists at another level: Home Economics and Nutrition. The project outlined below is used to illustrate how single female Generalists can be used in health education projects:

COLOMBIA

Home Economics Nutrition

25 Vs

7	Home Economics Rural Instructors	82/C	
5	School Restaurant Supervisors	82/F	Female
3	Home Economics Extensionists	82/H	
10	Nutrition Extentionists	82/H	

These Volunteers will work directly with Colombian agencies and participate in the education of Colombian personnel in the field of home economics and nutrition in order that they may contribute to the improvement of the Colombian environment by 1) increasing income levels; 2) improving level of nutrition; 3) improving hea th education programs; and 4) disseminating

information on family planning. The four job titles reflect requests from various Colombian agencies which are working toward these objectives.

PC/Togo has developed a project for Generalist males which requires organizational as well as acquired secondary skills:

TOGO

School Construction

6 Vs

6 Generalists with construction experience 80,81,83/E

Program objectives are: 1) to furnish technically qualified personnel who will coordinate local resources and provide additional technical and material resources; and 2) to provide examples of more economical construction methods. These Volunteers may be involved in other community construction, such as bridges, dispensaries, cisterns, and latrines, as well as schools.

A very interesting approach which uses Generalist skills in a technical area has been produced by PC/Thailand.

THAILAND

Vocational Education/TEFL

6 Vs

2	Eng degree/Mechanic	80/G	Male
2	Eng degree/Farm Exp.	80/F	Male
2	Eng degree/Bus. Exp.	80/J	Male or Female

To continue work towards the objectives of the English supervisory unit of the Department of Vocational Education. The objective of this unit is to transform English teaching in the vocational schools—trade, ag, and business—from a traditional curriculum which is wasteful and unproductive for vocational students to a curriculum designed to efficiently meet the specific English-language needs of students in the various vocational fields. Specific need related objectives are listed below:

1. To enable students to read textbooks in their fields, manuals, advertisements in magazines or newspapers, charts, and other technical information which is written in English.
2. To enable learners to acquire more knowledge from English textbooks and other sources, leading to their professional development.
3. To enable students to have sufficient knowledge of English as a basis for further studies.

Volunteers will meet these needs by:

1. Preparing teaching materials and teachers' handbooks.
2. Training vocational English teachers to use the new materials effectively through in-service workshops.
3. Teaching students in order to evaluate the new materials and methods.

Other imaginative approaches to Generalist programming are also being developed as can be seen in this recent contribution from PC/Eastern Caribbean.

Program for Utilizing Non-Specialty Skilled Volunteers in Peace Corps/Eastern Caribbean

BACKGROUND DATA

The U.S. Peace Corps first came to the Eastern Caribbean in October, 1961. Since that time the program has expanded from St. Lucia to include eight of the English speaking Islands. At present there is a permanent staff of three for 134 Peace Corps Volunteers assigned to seven countries: Barbados, an independent state; the West Indies Associated States of Antigua, St. Kitts-Nevis-Anguilla, St. Lucia, Grenada, St. Vincent and the British Territory of Montserrat. Their work is primarily in education with some involvement in health, cooperatives, professional services, etc.

PROGRAM DEFINITION

One method for expanding the number of Peace Corps Volunteers through the utilization of non-specialty skilled applicants is the development of programming based on a "partnership system" whereby these Volunteers would work with a specialized and experienced Volunteer and a host country supervisor as an assistant (in Education positions) or an extension worker (Professional Services) until sufficient on-the-job training would warrant working alone. Care would be taken to match related supportive skills, interests and personalities. Joint responsibility for development of the infrastructure would be shared by Peace Corps/Eastern Caribbean and the various Ministries. This program would be delimited to the three Islands where we plan to implement the new "Program Monitoring System" (Volunteer Assessment Report) due to the limitations of our three man permanent staff.

IMPLEMENTATION STRATEGY

1. Immediate preparation for a Training Program is recommended, preferably commencing in January at the earliest.

2. Non-specialty skilled applicants can be utilized through a Partnership Program in such variant ongoing areas as Infant Education, Special Education, Physical Education, Occupational Therapy, Cooperatives, the Arts, Community Development and Social Welfare, etc.

a. Such areas have a degree of structure, but they also allow for flexibility in the utilization of related skills that are often found in non-specialty skilled applicants. Therefore, non-specialty skilled Volunteers would be able to work within this structure while acquiring the further development of required skills.

3. Trainees would be recruited and invited on the basis of skills developed through interest and/or experience. This could be an acquired secondary skill.

4. Specific requests will be developed in consultation with host country supervisors generally responsible for the development of original 104s.

The Partnership Volunteers will be selected on the basis of the viability of extending the job at the site or of using it as training for placement when the new Volunteer is qualified. The ability of the experienced Volunteer to work in a supervisory role will be an imput consideration as well as his strength in the skills required for the position.

a. Experienced Volunteers could viably work with one to three new Volunteer partners depending on the nature of the job and the strengths of the experienced Volunteer.

b. The new Volunteer would work directly with the experienced Volunteer for a minimum of one term and/or three months during which time the Partner Volunteer would work as an assistant to the experienced Volunteer and/or an extension assigned to the host country official while developing skills, materials and program.

c. Eastern Caribbean Staff in consultation with host country officials and each Volunteer involved would determine when the new Volunteer was adequately prepared to function on his own. At this time he could operate at the same site or be assigned to a new site in the same country. The new Program Monitoring System (Volunteer Assessment Report) would be utilized in determining the time needed for development of skills and meeting of objectives as well as for exploration of new job areas for implementation of the Partnership Program.

TRAINING CONSIDERATIONS

1. A specialized Training Program of no more than four weeks would be sufficient since no language training is involved. Also, on-the-job training would continue for a minimum of one term or three months depending on individual need. The initial two weeks of training would be held in Barbados (one week of orientation and one week of component training). This plan would facilitate necessary medical and administrative procedures. The ensuing two weeks of training would be spent on site under the supervision of the experienced Volunteer and his immediate host country supervisor or a Ministry designee. This would allow for adequate evaluation of the choice of placement and the suitability of the partnership.
2. Host country officials responsible for the supervision of the experienced Volunteers involved would play a significant part in the development of the training design scope of work and they would play, also, a key role in evaluating trainees in relation to site selection. Host country involvement would be extensive during the Orientation week. Interviews and discussions held would hopefully allow for tentative site selection. In this way, the classroom phase of training could be directed toward specific jobs.
3. Training could commence with the second week of the second term or the second week of the third term (our preference is the former). This would assure maximum utilization of Volunteers-in-Service and host country officials because of their availability.
4. Efforts would be made to match skill demands, related interests and personalities for maximum development of job qualification on the part of the new Volunteer.

OTHER VARIABLES

1. Other areas for the implementation of Partnership Programming could be in the traditional areas of Mathematics, Science, Social Studies, etc.
2. Variant Partnership Programs might be constructed in Dental Hygiene, Library Science, Guidance, Health Education, etc. In these instances, the Volunteer partner would act as an extension of the skilled Volunteer and might assist in this assignment for a full tour. This would mean that the Volunteer Partner could overlap the skilled Volunteer at the time of replacement and offer continuity to the program.
3. There is also the possibility that host country officials might wish to pair a non-specialty skilled Volunteer with a host coun-

try supervisor whose work could be that much more effective with the assistance of a partner.

SUMMARY

If the "Partnership Program" is implemented, Eastern Caribbean Program could be expanded by the addition of thirty Volunteers with non-specialty skills and no paid experience in the area of placement in January and who could become Volunteers in February, 1973.

Yet even while the Eastern Caribbean is looking at new ways in which to effectively use Generalists, a traditional programming area which is receiving less and less attention is that of classroom teaching in a variety of non-science subjects. The Peace Corps has many applicants available who are interested in teaching positions but again, few new teaching projects for them. If projects using non-science trained teachers are a possibility in your country, the Peace Corps can quickly identify some of the 180,000 trained teachers produced during 1970–1971; only a small percentage of whom obtained teaching positions after graduation.

The following projects are described below as examples of Generalist projects which meet the social and economic development needs common to most developing countries.

NIGER

Environmental Sanitation/Wells

10 Vs

10	Generalists or AA degrees with two years prior French, over 21, with construction exp. or interest	81,83/E	Male

The Volunteer will assist the Government of Niger in achieving its long-range plan to supply water to each village for all consumption needs and for small irrigation fields. Volunteers will work as technical assistants for masons and villagers engaged in construction of the wells, demonstrating techniques, handling supplies, overseeing progress, solving problems, and animating villagers to acquire a civic consciousness toward communal projects in their villages.

COSTA RICA

Basic Grains Agricultural Research

13 Vs

13	Generalists Non-specialist	81/0	Male

This program is an additional component of a production improvement strategy for Costa Rica's basic grains (corn, beans, rice and sorghum). It will aid in the decentralization and regionalization effort in research activities by supplying additional field-resident-intermediate-level staff to man farm research trials.

MICRONESIA

Marshalls Coop Advisors

10 Vs

10	Coop Advisors	81/J,82/J Male (9); Female (1)

The Volunteers will train Marshallese managers and storekeepers to properly organize and manage production and consumer coops on various atolls. Viable coops will contribute to the economic development of the Marshalls in these ways. 1) As a marketing device for copra (dried coconut meat), it will eliminate middleman profit taking. 2) The capitalization of the cooperative will enable outer islanders to purchase consumer goods in quantity, thus lowering the price. 3) Capitalization makes possible the construction of copra warehouses and other facilities which will improve the efficiency of the entire marketing process.

NOTE: Subject matter for technical training includes basic principles of bookkeeping, cooperative principles, copra cultivation theory, marketing basics and other secondary data.

MALAYSIA

School Libraries Program

8 Vs

8	Primary or Secondary teaching qualifications/ experience with significant background of training and experience in school library work.	81K;82/K 80/K w. 1 year teaching exp.

The Volunteers will provide technical assistance at the state level in the development of school libraries under the Ministry of Education. Volunteers will be working on a counterpart basis with new and inexperienced Malaysian personnel and be involved in the development of some of the twenty selected primary school libraries.

VENEZUELA

Sports and Recreation

43 Vs

8	Sports Administrators	70/D	Male
35	Sports Promoters	81,82/R	Male and Female

The Sports Administrators will provide practical experience in the organization and promotion of sports to their counterparts at the *State level.* The Sports Promoters will organize sports on a *local, community level.* The latter includes: 1) the creation of viable leagues which will practice popular sports in each community; 2) the inclusion of community leaders in the organization and promotion of sports events; 3) the inclusion of as many interested potential athletes as possible in the regular activities of the sport of their choice; and 4) the incorporation of leagues and teams into the official state organization.

In another area of Generalist program development PC/Ecuador has devoted considerable attention to those factors which tend to increase Generalist project success. The approach being used there may have application in your country.

Programming Generalists

It appears as if the "success" of PCVs is correlated to four ascertainable factors. This assumes a broad definition of "success." These factors are:

1. Structure—Job definition
2. Supervision—(HC and/or PC staff)
3. Rewards
4. Physical/Technical Support

Each of these factors has a direct success/failure correlation to the level or amount of each such factor which follows a normal bell shaped curve.

Each Volunteer operates best at an individually defined level of S — S — R & S. Programming should be designed to accurately assess the levels of S — S — R & S that a Volunteer can expect on the job. As moderate amounts of S — S — R & S result in better success, programming efforts should be made to define a majority of jobs which meet these criteria. A minority of jobs with high or low levels of S — S — R & S can be filled by Volunteers with corresponding needs.

Training should be designed to facilitate each trainee's identifying the level of S — S — R & S at which he operates best. Then the trainee and staff can determine the job and site which meet the trainees' needs for S — S — R & S.

The above described matching process should precede technical training for Generalists. Prior to the completion of this procedure the Generalist trainee is concerned with understanding his job, the depth of his commitment, etc. and his absorption of technical data is deflected and wasted.

TRAINING MODEL:

PRIST: Trainee is PRISTed to "work in Agriculture in X."

Training

First Phase: First 6 to 8 weeks of training is devoted to language learning and to individual trainee development in the context of X and "Agricultural work in X."
This leads to the matching of a job with the levels of S—S—R & S which meet the trainee's needs for S—S—R & S.

Second Phase: Trainee then goes to live at the site selected and learns about the job and the people and the technical requirements. This taxes 1 to 2 weeks.

Third Phase: Discussions are had to assure proper matching and then 3 to 5 weeks are spent in individualized technical and language learning.—Trainee is sworn-in.

NOTES

1. In-service training programs in technical and language skills are extremely helpful as ongoing support.
2. A great deal of country staff involvement in programming and training is required.
3. Programming requires developing a spread of jobs within the concerned department i.e., not all village level crop production jobs, which can be filled at the end of training.
4. This process helps "save" those Volunteers who fall at either end of the curve as they are placed where their high or low needs for S — S — R & S are met.
5. This process helps assure the maximum possible "success" of Volunteers by programming them according to those factors which seem most related to Volunteer success.

PC/Liberia has also devised a means of ensuring the successful use of Generalist skills by integrating a small group of Generalists in a major construction project requiring technically-skilled Volunteers:

LIBERIA

Self-help Development Program/Action for Development and Progress

16 Vs

5	A.B. Generalists with construction experience	88,83,84/E	Male
1	Bldg Construction expert	21/A,B	Male
2	Architects	40/C,B,A,41/A	Male or Fem.
2	Civil Engineers	54/B,A	Male or Fem.
2	Community Devel. Experts	50/B,A	Male or Fem.
1	Admin. Assistant	47/A,E	Male
1	Cost Control Officer	47/B,A	Male or Fem.
1	Draftsman	25/A,B	Male or Fem.
1	Program Planning Officer	48/A,C	Male or Fem.

This group of PCVs will work through the ACTION FOR DEVELOPMENT AND PROGRESS AGENCY of the Government of Liberia. This project attacks the isolation of selected larger towns from the facilities, resources and markets necessary for long-ranged development. In each of the districts involved, roads have been listed as the number one priority: indicating that once roads can be built other developmental priorities can be attacked. The established priorities are: 1) Roads and bridges; 2) Improved health facilities; 3) Agricultural improvements; 4) Expansion and improvement of existing educational facilities; 5) The establishment of permanent all-weather market shelters to protect buyers and sellers; and 6) The development of human resources. The varied skills requested reflect unique and essential contributions which must be made to insure the success of such a program.

Of course, there are other examples of Generalist utilization not included in this manual but whatever role the Generalist might play in your country, it is essential that the basic programming principles of job structure, supervision and relevance be closely followed if Generalist programming is to be carried out successfully. If one of the projects mentioned fits into your country situation or future planning you are urged to contact the appropriate country staff, for details and more complete information. Your Region is also ready to assist in this vital process of information exchange in order to achieve increased Generalist utilization as quickly as possible.

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